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ABSTRACT

Predicated on the belief that there exist no vast distinctions between career education and adult education as programs which have as their objective, helping to make youth and adults more objective decision makers and personally self-fulfilling, productive individuals, this paper is intended for local directors of adult and career education activities. Differing mainly in regard to time-frame and comprehensiveness of scope, career education and adult education hinge heavily upon each other for their ultimate success. Career education considers the total economic progress and decision-making processes of the individual, while adult education concerns itself with the individual's access to, entry into, exit from, and reentry into educational experiences that will facilitate any identified need of the individual. Adult education coordinators can do much to strengthen the existing bond between the two programs. Some of the things which can be done are: (1) Provide programs to fit the students rather than admit only those who meet prerequisites of the particular programs, (2) Plan more extensively and cooperatively with administrators, teachers, and students for postsecondary programs or "next step" level educational needs, and (3) Give more emphasis to data collection, goal clarification, and evaluation activities. (Author/SN)

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CAREER EDUCATION: THE ROLE OF ADULT EDUCATION

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CAREER EDUCATION: THE ROLE OF ADULT EDUCATION

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INTRODUCTION

Education is life-long. It is a continuous "happening" from the cradle to the grave and includes all the experiences of an individual from birth to death. This paper focuses on the adult life span of an individual as it relates to learning and education. Specifically, adult learning "...takes place in a 'natural societal setting'" and adult education "...takes place in the context of 'learning organizations.' To be sure, all adult education then involves adult learning, but all adult learning is not adult education" (Perspectives ..., 1972: 1).

If education is continuous and life-long, where do the artificial divisions (elementary, secondary, post-secondary, career, and adult) of education begin? End? Only two of these areas will be discussed in this paper: career education and adult education. Specifically, this paper is targeted for directors of adult and career education activities at the local school level charged with the responsibility of providing education, training and placement for youth and adults as they leave the public secondary school and continue to the "next step": an occupation, post-secondary education, retraining, upgrading, or a college degree.

Organization of the Paper

This paper is organized to provide the reader with basic information about adult education and the emerging concept of career education. Brief definitions and descriptions of these domains are presented in the first section. The remaining portion of the paper directs attention to the point of interface of adult and career education: methods and techniques of articulating the needs of youth and adults as they exit secondary schools and proceed to their "next step."

Statement of the Problem

The problem addressed in this discussion concerns the need to coordinate educational and training activities for youth and adults and to establish cooperation with numerous organizations to meet their needs. The local administrator,

e.g., director of adult programs, director of career education programs, coordinator of high school programs, or evening school director, is confronted with the need to provide career-related information for training and continuing education opportunities to the "early leaver," high school graduate, and interested adult. The local director must deal with the problem of articulating the career information, training, and educational needs of youth and adults to program planners at the secondary, post-secondary, and higher education levels.

DEFINITIONS AND DESCRIPTIONS

Adult education involves the planned formal and informal learning experiences of the individual that are designed to create a change in his or her behavior. What are planned formal and informal learning experiences? Who is the "individual"? What types of changes in behavior are desired? These are the items for discussion in this section.

Adult Education Defined and Described

Planned learning experiences are the activities that the individual defines and develops for himself either alone or with other people. These are the experiences that the individual determines, through some decision-making process, will meet his immediate and/or future needs. The specific needs could be a high school diploma or equivalent, special education for a job or interest, continuing education, or leisure time pursuits.

The planned activities that the individual pursues may be formal or informal, classroom or home study, small group or individual, on or off the job, or organized or at a leisure pace. These activities may involve the direct attention of a teacher, supervisor, foreman, coach, or assistant, or they may be self-directed.

Planned learning activities can and do take place in multiple settings in a formal and informal atmosphere with the purpose of bringing about behavioral change. The change in behavior is planned, developed, and encouraged rather than being an unplanned, serendipitous happening.

For purposes of this discussion, the individual is the person who has exited the school system either by graduation or other means, and desires to pursue his or her interests in an occupation, or post-secondary or higher education. Emphasis is placed on meeting the individual's needs by providing job placement and continuing education opportunities in several alternative settings.

Behavioral changes are defined by the individual. Areas of desired change could include skill development, employment status, leisure time interests and continuing education. Toffler (1970: 367) describes the behavioral changes necessary to cope with our technological society:

> ...education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction--how to teach himself. Tommorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn.

Career Education Defined and Described

Career education has been described rather than defined. Early advocates of career education declined to define the concept for fear of halting its development and excluding educational groups from the ferment of discussion.

Marland (1971), Assistant Secretary for Health, Education and Welfare, has described career education as follows:

> Career education is designed to give every youngster a genuine choice, as well as the intellectual and occupational skills necessary to back it up. Career education is not merely a substitute for "vocational education," or "general education," or "college-preparatory education." Rather, it is a blending of all three into an entirely new curriculum. The fundamental concept of career education is that all educational experiences--curriculum, instruction, and counseling--should be geared

> to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work and productive living.
>
> Career education will eliminate the artificial separation between things academic and things vocational. Three factors will distinguish career education from traditional vocational education: It will be offered as part of the curriculum of all students; it will permeate the entire spectrum of a youngster's education, from kindergarten through high school; and it will offer a much wider range of occupational choices than are now available in regular vocational education programs (1971: 6-7).

If the description is continued to the logical extension of each facet, it will: (1) be for all students--all races, sexes, ages; (2) begin in early childhood at kindergarten or before; (3) continue through the elementary and secondary school years; and (4) provide a range of "next step" choices for the individual's entry into an occupation, post-secondary education, or a four-year college.

In the author's opinion, career education can be defined as an organized, comprehensive effort that enables youth and adults, in accordance with their interests and abilities, to acquire the knowledge, skills and attributes necessary for developing viable personal plans for lifelong learning and for productive, personally rewarding employment. Such a program provides youth and adults the opportunity to: (1) acquire useful information about social, aesthetic, citizenship and family roles, the structure of the economy and the occupational needs of society; (2) develop the attributes and skills necessary for playing an effective participatory role in society, including the world of work; (3) develop the decision-making abilities necessary for realistic assessment of alternative choices for future personal and societal action; and (4) acquire a marketable skill that will insure entrance into the labor force when such action becomes necessary or desirable (Gilliand, 1971).

Relationship Between Adult Education and Career Education

The function of adult education is multifaceted. It is remedial, vocational, relational, liberal, political (Bryson, 1936), assimulative, mobility-promoting, and compensatory (Floud and Halsey, 1958); it develops responsible citizens

(Peers, 1958), expands communication skills, develops flexibility, improves human relations, facilitates participation in societal activities (Knowles, 1960), and assists people in meeting their individual needs as they are interpreted by individuals themselves. A detailed discussion of adult education functions and definitions is presented by Schroeder (1970).

The function of career education is evolving. During the period from July 1, 1971 to December 1972, the author observed firsthand the function of career education as demonstrated in fledgling efforts across the nation. The following are a number of the comments, perceptions, and conclusions that project directors, school administrators, employers, teachers, and parents expressed about career education during my visits. Career education:

1) Serves as a mandate, a total process, an instructional system.

2) Simulates and duplicates life situations.

3) Is open to all students, utilizing a developmental approach.

4) Comprehensively involves elementary, secondary, and adult levels.

5) Involves "learning how to live," and "learning how to make a living."

6) Includes preparation, experiences, and decision-making about life roles.

7) Provides continuity of programs at all levels, and develops the meaning of work.

8) Encourages adaptability.

9) Develops attitudes and skills, and provides information about work, jobs, and the individual.

10) Includes awareness, orientation, exploration and preparation stages.

11) Strives to develop individuals competent as workers and comprehending as men and women

12) Includes training and retraining.

13) Includes career orientation and skill training.

14) Relates to student needs.

15) Incorporates the Protestant work ethic.

16) Develops the individual's economic potential.

17) Provides the opportunity to view the work process and the lifelong process of education to meet individual needs.

18) Involves business and industry (observations and work experience), enhances career development (understanding one's self), and helps students implement their choices for personal satisfaction.

19) Guides the student in choosing, preparing, and continuing in a career.

20) Prepares the individual to seek and explore jobs and job information for himself.

21) Provides systematic and continuous self exploration, which includes investigating the relationship between self, work requirements, and work and society.

22) Is open-ended, and includes all careers through practical applications.

23) Develops the natural powers of a person over his entire lifetime for his life work.

24) Provides job information and skill development, develops attitudes (personal, psychological, and economic) about the significance of work, and the importance of guidance and counseling.

Adult Education in Career Education

Career education begins at the preschool age, continues through the high school years, exposes several alternatives beyond the secondary level, and has implications for the domain of adult education. Adult education has been the safety

net below the secondary school trapeze. If performers have difficulty getting from point to point, they can fall into the adult education net.

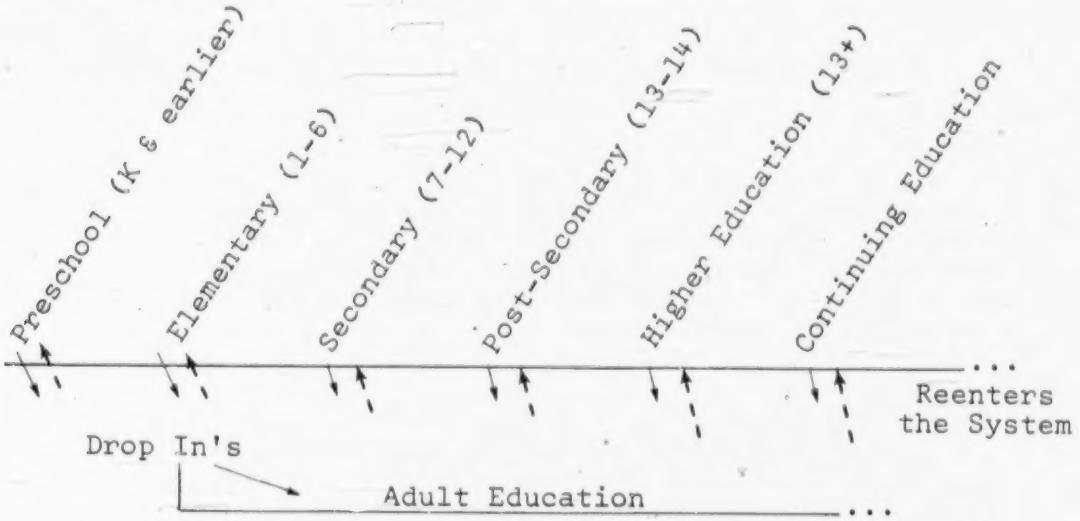

Fig. 1.--Domains of Education

The "net" is actually a network of educational opportunities offered to youth and adults who have exited the secondary school system for one reason or another. All individuals can be admitted to these educational opportunities via the "open door" concept. The term "open door" means that all people may enter the post-secondary level institutions regardless of prior educational experiences. The term implies that continuous cycling in and out of adult education experiences is possible.

Toffler (1970: 367) discusses the linkage between education for career development, which begins early, and adult education, which emphasizes the demand for continuing the learning process throughout a lifetime.

> Today's "fact" becomes tomorrow's "misinformation." This is no argument against learning facts of data--far from it. But a society in which the individual constantly changes his job, his place of residence, his social ties and so forth, places an enormous premium on learning efficiency. Tomorrow's schools must therefore teach not merely data, but

ways to manipulate it. Students must learn how to discard old ideas, how and when to replace them. They must, in short, learn how to learn.

SECONDARY AND POST-SECONDARY INSTITUTIONS

The discussion in this section deals with the secondary school and its relationship to the post-secondary schools, the individuals attending both institutions, and the local director of adult and career programs charged with the responsibility of providing alternative ways for individuals to reach the "next step."

Institutions

Secondary schools provide the mandatory next step for youngsters exiting elementary schools. They are the important linking institution between elementary schools and post-secondary schools. It is on this battleground that the wars of maturation (discovery of self-identity, decision-making, and the transition to adulthood) are fought. Some of the casualties are students and some are curricula. Should the institution serve the curriculum or the individual (the student)? Should secondary and post-secondary schools articulate curriculum or individuals (the students)? Post-secondary schools are those institutions providing educational and practical experiences for youth and adults beyond the secondary school. These institutions may be called community colleges, junior colleges, or other titles designating education beyond the high school level.

Traditionally, the linkage between schools has served to articulate curricula. The individual moves into a curriculum and continues to an exit point such as graduation. If he elects to go on to college, he moves into another curriculum and continues to another exit point: graduation with a four-year degree.

Statistically, moving into the curriculum and graduation cycle at the secondary and higher education level is creating many casualties. On a national basis, for each 100 students enrolling in elementary school only 20 graduate from high school. Eighty percent (Worthington, n.d.) of the youngsters

entering elementary school do not complete their secondary schooling. These "early leavers" have fewer educational and economic opportunities than those who graduate from high school.

Students

In a work entitled What Do Students Really Want?, Baughman outlines his perceptions about individuals in the secondary schools of our nation. He begins facetiously and philosophically: "...They want the best from life with no major worries and troubles; that is selfish. They want everyone to enjoy the best of living; that is selfless" (1972: 8). Baughman's (1972) chapter on "What Youth Wants From School" should be read by all educators. He describes the pressures of change that face youth, their demand for "real" and quality education, their need to determine their self-identify, their desire for education to be fun and friendly, youths' rights as students, their need for realistic guidance and direction in determining their "next step," the importance of success in some experiences at the secondary level, and their demand for understanding teachers during this period of adjustment and discovery.

Teaching styles are in need of change to meet the real-life educational demands of youth. In situations outside of the school, youths observe multiple approaches to problem-solving. They are demanding that they be exposed to multiple problem-solving approaches in the school. Baughman states:

> Pursuit of education at school is likely to be more lively when additional options are present. Adolescents are pleased to have options in community life for recreational, cultural, avocational, and service activities. In the larger society, they opt for multiple avenues rather than the slot system for employment and life styles (1972: 17).

Discussing the attitudes of youth toward work, Baughman makes three important observations:

> ...They [students, youth] are in quest of self-fulfillment through creative and satisfying productivity....
>
> ...If work is to become more meaningful, self-expression of young people must be encouraged and valued....

> ...Creative productivity, valuable and challenging work, individuality, self-expression, continuous dialog, and increased responsibility add up to participative management (1972: 39-40).

Adults come to learning situations having had various experiences and with preconceived expectations. Miller (1964) and Rauch (1972) emphasize that adults may have more experience in some areas than the teacher or leader of the group. Adults have specific reasons for participating in learning experiences, e.g., they are ready to learn and apply past experiences to new skill development; they want help in solving particular problems; they have less time for learning because of other activities; or they want to be involved in the planning and development of their own learning experiences.

Local Directors

Local directors of adult and career education programs have been delegated the responsibility of providing curriculum, activities, and opportunities that meet the needs of youth and adults who exit the secondary school system. These needs present several questions:

1) How does the dropout and push-out learn about educational and occupational opportunities after he leaves school?

2) How does the potential high school graduate obtain information about his needs and interests after he leaves high school?

3) What services are offered youth and adults for job placement and post-secondary education opportunities?

4) Does the curriculum at nearby post-secondary institutions repeat the experiences and knowledge learned at the secondary level?

The remainder of this paper will specifically consider how local directors of adult and career education can assist the individual in making the transition from secondary school to the "next step": training and retraining, a job, post-secondary education, higher education, and continuing education.

ARTICULATION OF LOCAL PROGRAMS BETWEEN THE SECONDARY LEVEL AND THE "NEXT STEP"

Articulation is described by the Association for Supervision and Curriculum Development of the National Education Association (Menacker, 1969: 221).

> ...Successive units of the educational structure are said to be well-articulated when the parts are related to one another in a well-organized whole, when the various school levels are seen and are operated as interdependent parts of an ongoing and unified process of education.

Articulation: Defined and Described

Education is assumed to be a continuous process. If this assumption is true, there should be no problem for the youngster or adult to move from one level to another in pursuit of his or her goals. Menacker (1969: 220), discussing articulation between high school and college, points out that:

> ...student transition in subjects common to successive levels of education has, at times, been characterized by overlap or gaps in subject material, changes in teaching methodology, and other impediments to a smooth, uninterrupted presentation of subject matter to the student.

The overall goal of an articulated educational system is the smooth transition between institutions from kindergarten through continuing education. Linson, et al. (1971) specify some of the purposes of articulation. The author is taking the liberty to adapt these purposes to the articulation between secondary and post-secondary educational opportunities. Articulation, then, is designed to:

1) Make all segments of education work together to advance the objective of the student.

2) Eliminate duplication between school levels.

3) Expand the students' opportunities.

4) Make related training more effective.

5) Give the student a better opportunity to obtain a balanced education by taking courses which are related and meaningful to him.

6) Make all levels and all aspects of his education more relevant.

7) Enable the individual student to develop and pursue a long-range career plan.

8) Improve the quality of education.

9) Make education more efficient and more economical.

At the present time, much of the subject matter offered at the secondary and post-secondary levels creates problems for the students and the institutions. Students completing basic and advanced courses at the secondary level are forced to repeat many of their experiences at the post-secondary level. These conditions are boring for students and inefficient for the school.

Suggestions for Improving Articulation

Suggested activities designed to improve the articulation between adult and career education programs are presented in this section. Local directors of adult and career education programs can examine the educational situation and parcel out the individuals and organizations needing attention, e.g., state and local boards of education for secondary and post-secondary institutions, school superintendents and post-secondary institution directors, teachers, parents, and students. First, the governing bodies of secondary and post-secondary institutions need to examine their mission for existance and establish that they will serve the educational needs of youth and adults. Local directors can facilitate this decision by providing flexible course schedules, easy entry and exit into curriculum, and credit for competency or previous experience.

Second, institution administrators need to support the "service to students mission" and open up their schools to the local community. Local directors can establish contacts with business, industry, and community leaders and bring this expertise into the school. These contact persons can serve

as potential advisors and employers for graduates or early leavers with demonstrated skill competencies.

Third, teachers need to continually upgrade their skills and information about employment and cultural opportunities for youth and adults. Local directors can facilitate staff development by identifying cooperative employment for teachers in business or industry and by providing the opportunity for local resource people to be the "teachers" and on-site experts.

Fourth, parents and students need to develop the attitude that the school approach is only one method of providing educational experiences for youth and adults. Local directors can facilitate attitude development by establishing trust and confidence in students and communication between the adult or career program and the community.

Fifth, communication between school levels is fundamental to increasing articulation and cooperation. Specific activities might include:

1) Inclusion of teachers in advisory committees.

2) Increased visitation between the different faculty levels.

3) Summer workshops offering an opportunity for faculties to work together.

4) Establishment of joint curriculum committees in each of the technical fields.

5) Specialized courses offered by the institution to assist teachers in professional and academic advancement (Beach, 1969).

Sixth, involvement of the learner in the education process is a key factor in conducting learning experiences for youth and adults. Involve the student, the teacher, potential employers, and community leaders in designing, implementing, and supporting local career education programs.

Seventh, cooperative planning between the secondary and "next step" level should be considered. Techniques (Mikalson and Bloomquist, 1967) to facilitate planning might include:

1) Determining courses that should be offered at the high school and community college level to assure that the student is given full credit for his high school training and experiences and to minimize redundancy in repeating course work at the community college level.

2) Determining which courses should be given at the high school or community college level only.

3) Determining gaps between high school and community college curriculums and identify course content to be given at the different levels.

4) Determining whether other programs should be offered at the high school or community college because of un-met student needs in the local area.

These suggestions are not exhaustive or mutually exclusive. The local director will need to employ all or parts of these activities to get a student-oriented program "off the ground," and in doing so he will design and implement new techniques for delivering career education to youth and adults.

SUMMARY AND RECOMMENDATIONS

Clear-cut distinctions between adult education and the emerging concept of career education are lacking. The description and purposes of career education reach down into the preschool and kindergarten levels and extend through post-secondary, adult, and continuing education. From the pre-school and kindergarten levels through high school, the difference between career and adult education can be observed. However, when career education focuses on the early leaver (pushout or dropout) from the secondary school, the difference between career and adult education becomes very hazy.

Summary

Both career education and adult education are intended to make youth and adults aware of more than one alternative when making personal decisions. Both efforts are concerned

with the individual and his efforts to achieve a richer, fuller life for self and family. Career and adult education strategies incorporate the preparation for employment as a part of their emphasis.

The distinction, if any, between career and adult education is that the former considers the total economic progression and decision-making processes of the individual. Adult education is concerned with the individual's access to, entry into, exit from, and reentry into educational experiences that will facilitate any need he identifies as important in his life style.

Recommendations

In order to meet the popular demand for planned formal and informal learning experiences of youth and adults, adult education organizations/institutions will need to adopt the "reach out" policy. The "reach out" policy will "...provide the program to fit the student rather than to select out and admit only those students who meet the prerequisites of particular programs" (Grede, 1973: 119).

Programs at the post-secondary or "next step" level need to be planned cooperatively with administrators, teachers, and students from the secondary level. Community leaders and employers should be included in the program planning process and encouraged to provide out-of-school facilities for on-the-firing-line learning experiences.

Adult educators should give more emphasis to the information gathering, clarification of alternatives, consequences of identified alternatives, and the decision-making processes of individuals in relation to career decision-making, i.e., "Understanding the nature of decisionmaking, the necessity for short-term commitments to careers in a changing society, and moving in and out of careers..." (Spradley, 1973: 14).

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CAREER EDUCATION

A new project, the Supportive Information for the Comprehensive Career Education Model (SI/CCEM), is using the ERIC document base to provide information for the development of the Comprehensive Career Education Model (CCEM). In addition to using ERIC, the project staff is helping to acquire additional materials for CCEM. Many of these are being announced in AIM, ARM, and RIE.

INFORMATION ANALYSIS

The Clearinghouse engages in extensive information analysis activities designed to review, analyze, synthesize, and interpret the literature on topics of critical importance to vocational and technical education. Review and synthesis papers have been prepared on many problems or processes of interest to the entire field. Current emphasis is upon interpretation of major concepts in the literature for specific audiences. Recent career education publications have been developed that clarify and synthesize for program developers and decision-makers the theoretical, philosophical, and historical bases for career education.

USER SERVICES

In order to provide information on ways of utilizing effectively the ERIC document base, the Clearinghouse provides the following user services:

1. Information on the location of ERIC microfiche collections;
2. Information on how to order ERIC access products (AIM, ARM, RIE, and CIJE);
3. Bibliographies on timely vocational-technical and related topics such as (1) career education, (2) vocational education leadership development, (3) vocational education for disadvantaged groups, (4) correctional institutions, (5) cooperative vocational education, (6) information system for vocational decisions; and (7) management systems in vocational education;
4. Brochures describing ERIC operations and products;
5. Directing users to sources of information required for solving specific problems; and
6. Referral of requests to agencies that can provide special services.

YOUR INPUTS

Your comments, suggestions, and questions are always welcomed at the Clearinghouse. In addition, any documents you feel are beneficial to educators may be sent to the Clearinghouse for possible selection and inclusion into AIM, ARM, or RIE.

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DESCRIPTORS - *Career Education; *Adult Education; Post Secondary Education; Research Reviews (Publications); *Institutional Role; Adult Development; Dropouts; *Adult Educators; Adult Programs; *Program Coordination; Program Administration; Articulation (Program).

ABSTRACT - Predicated on the belief that there exist no vast distinctions between career education and adult education as programs which have as their objective helping to make youth and adults more objective decision-makers and personally self-fulfilling, productive individuals, this paper is intended for local directors of adult and career education activities. Differing mainly in regard to time-frame and comprehensiveness of scope, career education and adult education hinge heavily upon each other for their ultimate success. Career education considers the total economic progress and decision-making processes of the individual, while adult education concerns itself with the individual's access to, entry into, exit from, and reentry into education experiences that will facilitate any identified need of the individual. Adult education coordinators can do much to strengthen the existing bond between the two programs. Some of the things which can be done are: (1) Provide programs to fit the students rather than admit only those who meet prerequisites of particular programs, (2) Plan more extensively and cooperatively with administrators, teachers, and students for post-secondary programs or "next step" level educational needs, and (3) Give more emphasis to data collection, goal clarification, and evaluation activities. (author/SN)